

Helen Zumaeta

7<sup>th</sup> grade Spanish

*Syllabus 2014-15*

Class Wiki: <http://trecsmshw.wikispaces.com>

Email: [hzumaeta@renaissancecharter.org](mailto:hzumaeta@renaissancecharter.org) (preferred method of contact)

Voicemail: 718-803-0060 (Helen)

### Course Description, Goals & Objectives

This **Novice-Mid level** course focuses on the Six Domains of Performance of the American Council of Foreign Languages.

- Comprehensibility (How well is the student understood?)
- Comprehension (How well does the student understand?)
- Language Control (How accurate is the student's language?)
- Vocabulary Usage (How extensive and applicable is the student's language?)
- Communication Strategies (How do they maintain communication?)
- Cultural Awareness (How is their cultural understanding reflected in their communication?)

As we explore the language with cultural authentic materials (art, food, fashion, architecture, news, etc) we will use three modes of communication for daily assessments:

- **Interpersonal Mode** is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
- **Interpretive Mode** focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
- **Presentational Mode** refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

As a Language Other Than English (LOTE), we are able to further support ELA, by monitoring while discussing current events, or curriculum relevant topics that can be intra/interdisciplinary. (**Listening, Speaking, Reading, Writing**)

## Assessment options:

<b>Performance</b> ÉProjects ÉDrawings ÉDemonstrations ÉVideo/audiotapes ÉOral presentations ÉWriting tasks ÉDebates ÉInterpretive mode activities ÉInterpersonal mode activities ÉPresentational mode activities  <b>Media/Technology</b> Advertisements, news reports, slide shows CD-ROM, newspapers, TV shows, clip art, magazines, Commercials, movies, screen-plays, videos, computer programs, multimedia presentations, scripts	<b>Written examinations</b> ÉNew York State Second Language Proficiency Examination ÉÉEnd-of-unit tests ÉQuizzes ÉPresentational Mode Activities ÉInterpretative mode activities  <b>Speaking/Listening</b> audio/videotapes, debates, oral reports, choral readings, discussions, speeches, presentations, story boards, narratives, scenarios  <b>Critical thinking Skills</b> Analogies, crossword puzzles, graphic organizers, categorizing/classifying, decision making, graphs, self-discovery, cause/effect, homework research, compare/contrast, problem-solving, maps, puzzles, goal setting, reflection	<b>Aural/oral comprehension</b> ÉIndividual interviews ÉSmall group activities ÉPaired activities ÉInterpersonal mode activities  <b>Teacher observations</b> ÉStudent involvement ÉStudent cooperation ÉInterpretative mode activities ÉPresentational mode activities  <b>Visual and Performing Arts</b> artwork: dances, music, compositions, shows Épainting, displays, drawings, flags, musical plays, record/CD/book covers, role plays, greeting cards, skits cartoons, illustrations, choral readings, photo, essays, photography, plays, masks, collages, mobiles, posters, comic strips
---	--	--

## Class Rules and Expectations:

1. **Respect the class.** Always try to communicate in Spanish, in a respectful matter. Remember you are a leader and need to view the array of ethnicities with a critical eye.
2. **Respect your classroom.** Please, no food, gum, candy or drinks in the classroom. Food attracts bugs; drinks spill and make floors/desks sticky; gum ruins books and desks.
3. **Respect your classmates.** Be polite, always respect your peers. Listen to others during conversations, raise your hands in class discussions, and do not talk over others or during films.
4. **Respect your teacher.** Leave all electronics at home or in your locker. If you have an issue with me please speak to me privately. If we cannot solve the issue together, please contact the School Support Staff or have your parent/guardian contact me.
5. **Respect yourself.** Come prepared for class every day. Be punctual (on time). Find out about missed assignments from you classmates, teacher if you miss class.

## Text, Books, Readings, Materials

**Textbook:**     ¡Asi se dice! 1B (*Conrad J. Smith*)  
                       ¡Asi se dice! 1B Workbook and Audio Activities (*Conrad J. Smith*)

**Websites:**     [www.wordreference.com](http://www.wordreference.com)  
                       [www.glencoe.com](http://www.glencoe.com)

### **Grading/Evaluation**

Assessment	Percent of Grade	Grading Scale (%)	
Classwork	25%	94-100	A
Homework	15%	90-93	A-
Exams and Quizzes	20%	87-89	B+
Participation	25%	84-86	B
Projects and Presentations	15%	80-83	B-
	100%	77-79	C+
		74-76	C
		70-73	C-
		67-69	D+
		64-66	D
		60-63	D-
		0 - 59	F

### **Class Policies: Grades and Student Expectations**

**Late Work:** All students are expected to do hand-in all work on time. Classwork and Homework are checked every time the class meets. If the student does not have the work when the teacher asks for it, it is considered late. Leaving work at home, another classroom or in a locker is not an excuse; the work is still considered late. If a student has been absent, they have one extra class day to complete the missed work, after that it will not receive credit. If there are any questions or concerns, please communicate with the teacher.

**Extra-Credit:** There will never be any extra-credit assignments given. All students are expected to do all work in order to pass the class. Extra-Credit opportunities might be available in some exams and/or quizzes.

**Group-Work:** Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the teacher with a suggested grade for every other member of the group, and the teacher will assign a grade that is informed by those suggestions. Once formed, groups cannot be altered or switched, except for reasons of extended illness.

**Attendance Policy:** Students are cannot be absent more than 10% of the total days the class meets. Absences affect the comprehension of the content taught. Students are expected to complete all work missed during absence; this includes any classwork and

homework. All lessons and homework assignments can be found on the site:  
[www.trcsmslw.wikispaces.com](http://www.trcsmslw.wikispaces.com) under the teacher HELEN and the name of the class.

**Professionalism Policy:**

- Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their class grade. If the behavior is continuous, the students' parent/guardian will be contacted as well as Student Support.
- Students who are caught copying and/or giving others their work will be given a ZERO for the assignment. If it becomes an on-going occurrence parents and Student Support will be contacted.
- Students who are caught cheating on an exam/quiz will automatically be given a grade of ZERO and a letter about their academic dishonesty will be put on their permanent record.

**Class Topics and Assignments**

**September**

**Unidad A-C: Lecciones Preliminares. (Preliminary Lessons)**

**Students will review:**

- Vocabulary associated with friends, family, home, school activities and sports.
- Use of the verb SER, TENER, IR, DAR, ESTAR, ABURRIR, INTERESAR and GUSTAR.
- Use of the Present Tense of all Regular AR verbs
- Use of the Present Tense of Irregular Stem-Changing Verbs
- Use of the Nouns, articles and adjectives
- Use of the Possessive Adjectives
- The use of Contractions of preposition and articles
- Affirmative and negative words

**Cultural Readings:**

- Un día de cultura latina (*A Day of Latino Culture*)
- Domingo día 18 de febrero (*Sunday, February 18*)

**Unidad 4: ¿Qué comemos y dónde? (What do we eat and where?)**

**Students will :**

- Identify foods and discuss meals
- Talk about places where you eat
- Order food or a beverage at a café
- Compare eating habits in Spain, Latin America and the United States.

**Students will use:**

- The Present Tense of ER and IR verbs
- Expressions with the infinitive: IR a, ACABAR de and TENER que

Cultural Readings:

- La comida en otras partes (*Food in Other Places*)
- Una merienda, ¿Dónde? (*A Snack, Where?*)

**October**

Unidad 6: El bienestar (*Well being*)

Students will:

- Describe people's personality, conditions and emotion.
- Explain minor illnesses
- Talk about a doctor's appointment
- Learn about the Literary Genre: The picaresque novel

Students will use:

- SER and ESTAR
- Indirect Object Pronouns

Cultural Reading:

- El Periquillo Sarniento- Francisco de Lizardi
- Lazarillo de Tormes- Anónimo
- Una leyenda mexicana: Izatccihatl y Popocatepetl (*A Mexican Legend*)

**November & December**

Unidad 7: De Vacaciones (*On Vacation*)

Students will:

- Talk about summer and winter weather activities
- Discuss summer and winter sports in Spanish-Speaking countries

Students will use:

- The Preterit Tense of regular AR verbs
- The Preterit Tense of IR and SER
- Direct Object Pronouns

Cultural Readings:

- Un día en una playa de España (*A Day at a Beach in Spain*)
- Julio en Argentina (*July in Argentina*)

**January & February**

Unidad 8: En tu tiempo libre (*Leisure Activities*)

Students will:

- Talk about a birthday party

- Discuss concerts, movies and museums
- Discuss Hispanic art and music

Students will use:

- The Preterit Tense of ER and IR verbs
- The verbs OIR and LEER

**March & April**

Unidad 9: ¡Vamos de compras! (*Let's go Shopping!*)

Students will:

- Talk about buying clothes
- Talk about buying food
- Compare shopping in Spanish-speaking countries with shopping in the United States.

Students will use:

- The present tense of SABER and CONOCER
- Comparatives and Superlatives
- Demonstrative adjectives and pronouns

Cultural Readings:

- Mercados Indígenas (*Indigenous Markets*)
- De Compras (*Shopping*)

**May & June**

Unidad 10: En Avion (*By Plane*)

Students will:

- Talk about packing for a trip and getting to the airport
- Tell what you do at the airport
- Talk about being on an airplane
- Discuss air travel in South America

Students will use:

- The verbs that have **G** in the **YO** form of the present tense
- The present progressive tense

Cultural Readings:

- El avión en la America del Sur (*The Plane in South America*)
- Un viaje interesante (*An interesting Trip*)

**PLEASE NOTE:**

The class topics on this syllabus may not all be covered. The teacher may extend a particular unit to clarify topic and structures to the students and will not continue until the class has mastered the content. The teacher might also add a THEMATIC UNIT where necessary. This may result in not covering all of the content originally intended.